Academic Program Review

ACADEMIC YEAR	2013-14	☐ Basic Skills ☒ Transfer ☒ Career Technical Education (CTE)
PROGRAM	Child Development	
DEPARTMENT	Child, Family, and Consumer Science	
DIVISION	Economic and Workforce Development	
SUBMITTER	Becky Green	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Increase online offerings and alternative delivery opportunities.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** One additional online course was created.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Campus to view Preschool a laboratory for adult students: The campus will provide a percentage of the Preschool/infant teachers' salaries.	☐ 1 ☒ 2 ☒ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Pay a percentage of the lab school salaries. Child Development students as well as students from other disciplines train in the lab and faculty use it daily yet the District does not pay a percentage of the salaries. This year as a onetime event the District agreed to provide $100,000.00 to the lab schools to cover salary shortages. The Department needs to encourage a paradigm shift at District and Campus staff levels to view the centers as Child Development/ECE Teacher Preparation lab schools rather than child care. The labs must be seen as an integral part of an authentic experiential component to our program and needed for program success.	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Designated smart classroom for our department	☒ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met Ongoing **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The college has created smart classrooms and we share a room with AJ.	

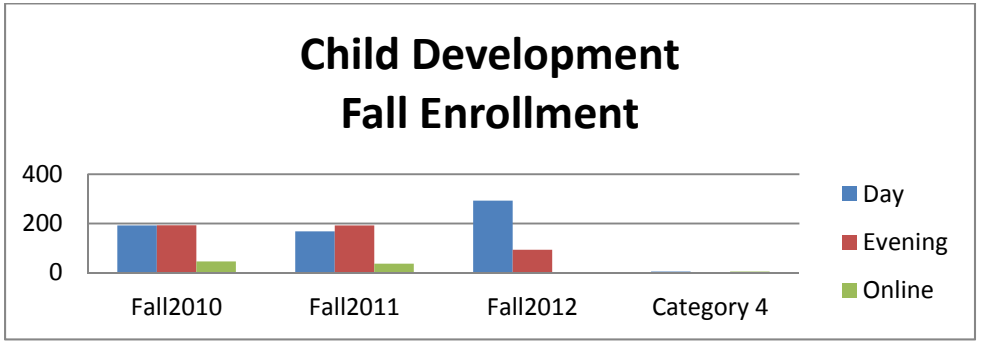
Comments:

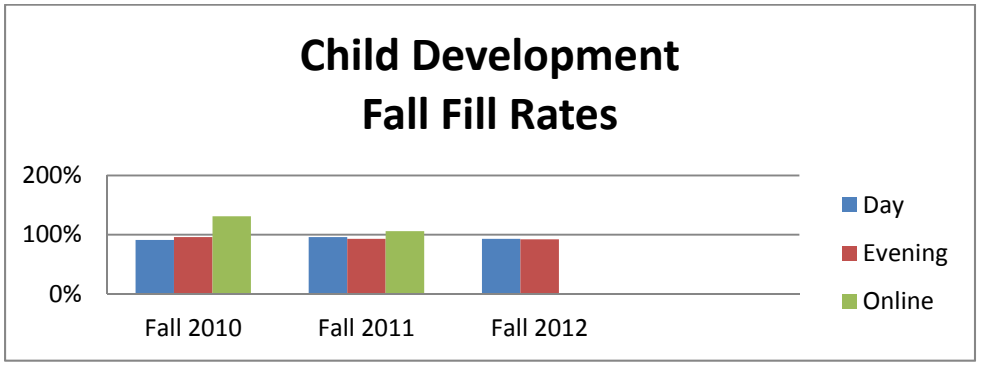
B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

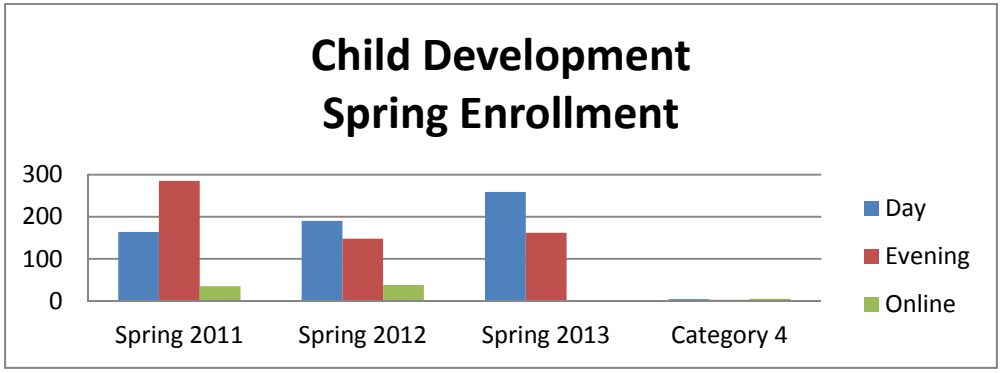
1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c).

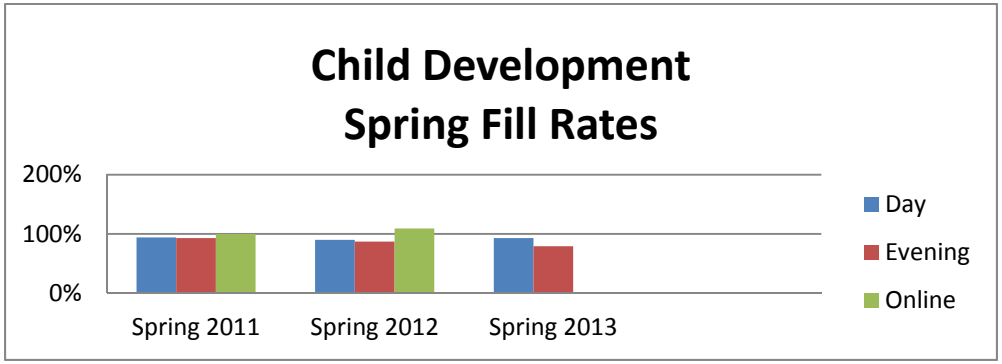
   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

   Enrollment and fill rates show noteworthy patterns demonstrating a consistency in courses filling. The day and evening rates fluctuate depending on the courses offered in the day or evening. Courses rotate meeting the needs of both day and evening students.









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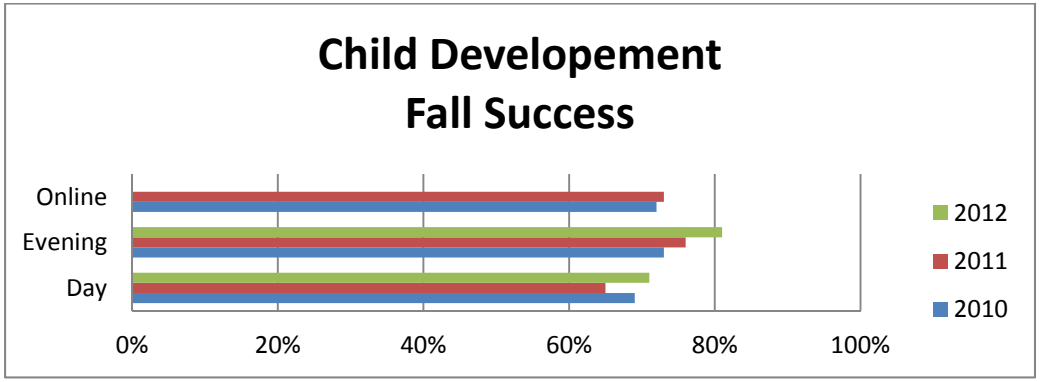
b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

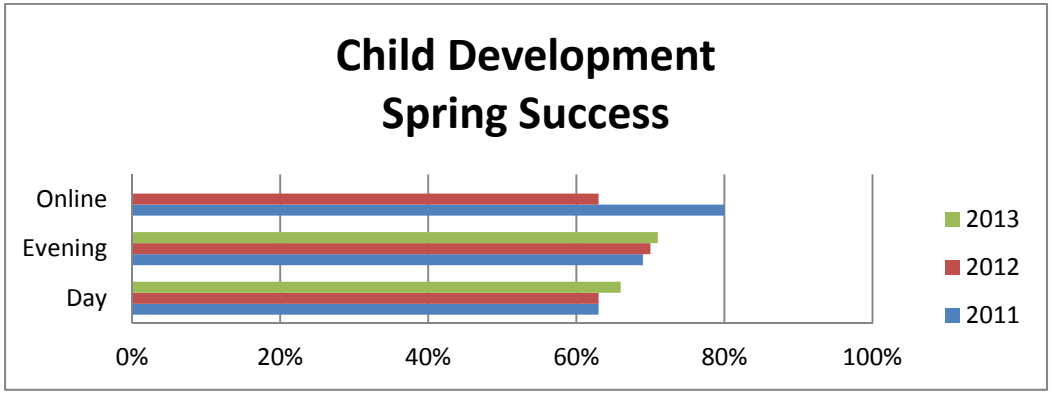
Department productivity has remained steady, dropping slightly in Spring 2011 & 2012. The Department load has remained above 500 for nearly every term.

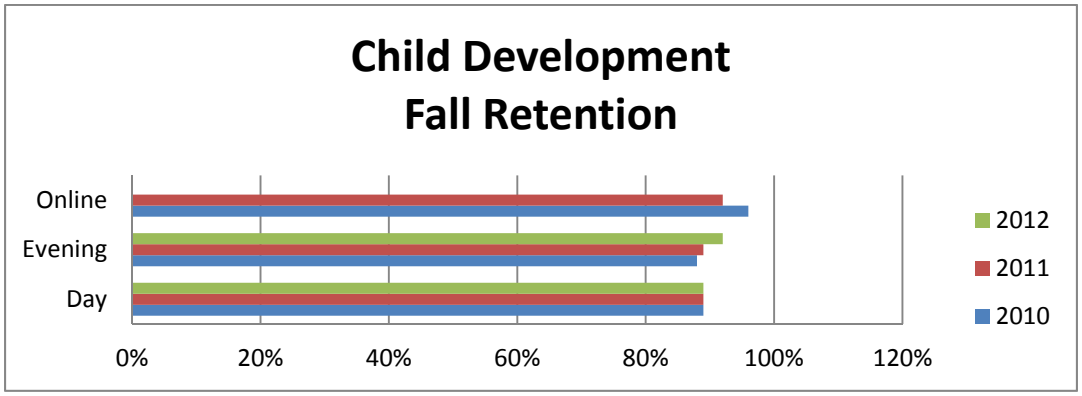
Fall	2010	2011	2012	Spring	2010	2011	2012
FTE	44.23	42.66	36.21	**FTE**	45.4	37.86	43.7
WSCH	522.98	517.27	523.78	**WSCH**	548.84	492.77	478.48

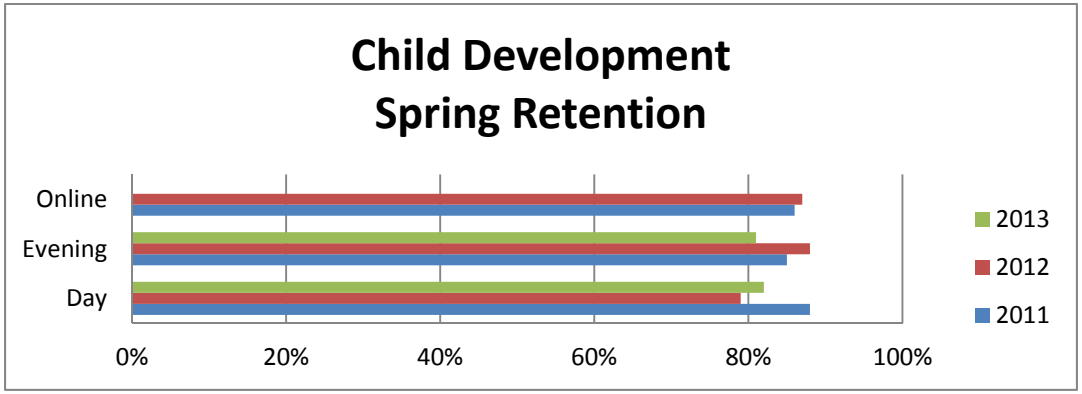
c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

Higher than the College average success and retention rates, the Child Development/Early Childhood department has been successful in meeting the needs of our students.
The evening rates are slightly higher than the day.
Students enroll in the ECE Program to complete certificate, degree, permit requirements, to move forward in their professional options in the child development field, and to transfer on to a baccalaureate program.
The evening courses are usually made up of students in the 40+ range and or students who are already working in the field. These students are often more aware of their professional goals and the pathway to get there.
Increasing our online offerings and continuing to alternate our courses should meet the needs of the various age groups and those students who are employed or who need classes to be offered at a variety of times.



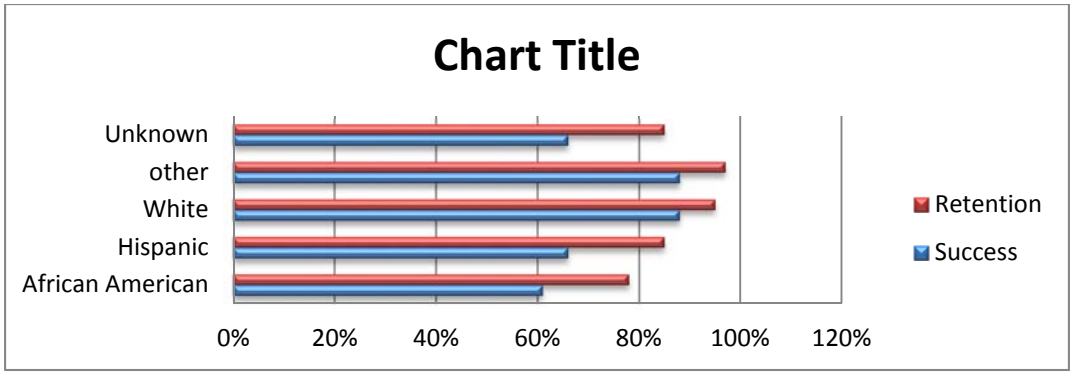

Child Development
Spring Success
Online
Evening
Day
0%
20%
40%
60%
80%
100%
2013
2012
2011


Child Development
Fall Retention
Online
Evening
Day
0%
20%
40%
60%
80%
100%
120%
2012
2011
2010


Child Development
Spring Retention
Online
Evening
Day
0%
20%
40%
60%
80%
100%
2013
2012
2011

d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

The Child Development Program has long been attracting the under-served populations such as women re-entering the workforce. The success of our program can be attributed to the variety of community partnerships and grants that support student achievement. The grants have provided needed supports to students to expand professional development, text book loans, material loans, professional advising support, and tuition stipends.
The success and retention rates by ethnicity demonstrate a pattern that needs addressing; both Hispanic and African American groups appear to be less successful than other groups. This also indicates we should continue our community connections and incentive programs and focus on the needs of the groups with less success.



e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

2010-2013	26	Child Development Degrees
	37	Associate Teacher Certificates

Although our numbers are higher than many programs on campus, many of our students apply for a Child Development permits

upon completing their degree and may not apply for graduation or the certificates. We have established our certificates to align with the State of California Child Development permit levels. Students must have the permit for employment but may not need the certificate. The School-Age, Infant/Toddler, and Administration certificates align with the State permits at Master Teacher, Site Supervisor, and Director levels and students may fail to apply for the certificates but receive the benefits of completing the needed coursework to apply for those positions.
The college has not offered the full Administration certificate program in a few years and Imperial County students have had to go outside the county to complete their coursework.
The faculty has discussed a method by which students are reminded upon completion of a program to apply for the certificate. We have developed pathways that will assure certificate courses are offered in a series and allow students to plan their specialization.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

Changes to strengthen and improve program

- Increase lab assignments:
  As a result of our Portfolio review, students have expressed the need for additional lab/hands on with children before they reach the capstone course, Practicum-Field Experience CDEV200. Faculty are currently reviewing the courses and examining ways to add lab without drastic changes to the courses

- Salary support for lab school staff based on job description duties mentoring students

- Hire Secretary to support the student traffic into the lab

- Educational Pathways:
  Increase connections both to High School and CSUs as well as better program service advising to assist students in reaching their goals

- Improve Program brochure and Website to assist students in pathways, certificate application, and opportunities within the

college and in the community, as well as through advising

- Online courses additions. Add additional online courses to meet the various student schedules

- Create ECE Special Needs courses and an Early Childhood Education Specialization program for Special Needs based on the CAP Expansion courses and CDE requirements. This will give our students additional employment options

- Place secure cameras in the lab school classrooms to allow CFCS faculty to use for observational needs

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.
   - Student Portfolio Orientation: Assist in the success of student portfolio presentations and panel interview. The first orientation was held Fall 2013 and had a successful turnout

   - Develop online courses

   - Increase in labs or lab assignments to courses prior to CDEV 200. We have begun the process but due to lack of funding for support staff have not been able to complete

   - Increase support in lab schools for students. This still needs to occur in order for us to better serve students

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

   Child Development Program provides student centered education leading to professional growth, job placement at various levels, transfer, and career advancement. The rates and projections demonstrate a stable program.

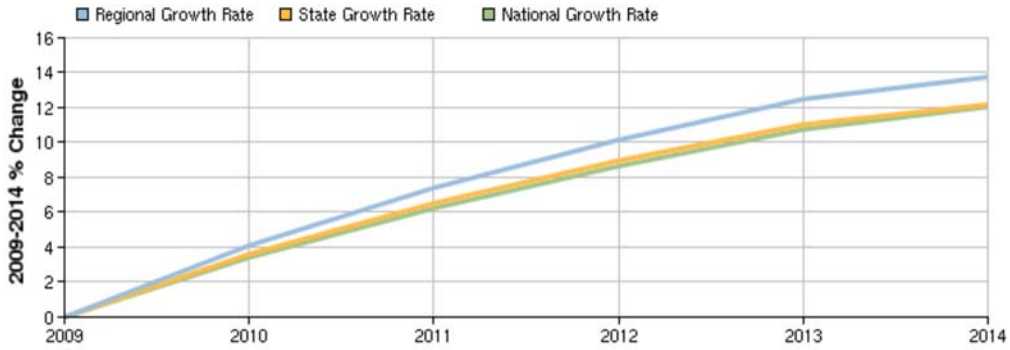
Aggregated data for all focus occupations:

2010-2020 Projections

California		Estimated	Projected	Number
Preschool Teachers, Except Special Education	2010 - 2020	54,600	60,900	6,300
Imperial County Preschool Teachers	2010 - 2020	100	110	
Imperial County Social Assistance	2010-2020	3600	4900	
Imperial County Child care workers	2010-2020	1900	2440	

Median wages

Annual Wages for 2013	Low (25th percentile)	Median (50th percentile)	High (75th percentile
California	$25,816	$31,134	$38,555



USA

2012 Median Pay	27,130.00 year
Entry Level Education	Associates Degree
Number of jobs	438200
Job Outlook	17% (growing faster than average)

Imperial County is one of the highest areas of subsidized care. All subsidized programs require permits that must be obtained through education. There are 66 Title V Child Care centers that require permits for all teaching staff and staff working directly with children. Imperial County's 2012 data shows 272 Family Child care facilities. Employment in the Early Childhood field in Imperial County is one of the few areas that is currently hiring.

Industry credentialing for Title V centers is the Child development Permit. The permit has various levels each requiring various amounts of education.

The Early Learning Investment passed congress and was signed by President Obama bringing attention to the Early Childhood Education/Child Development field and to the need for additional education.

- A $1.025 billion increase for Head Start, of which $100 million will be used for a cost-of-living adjustment for Head Start grantees and $500 million will support Early Head Start – Child Care Partnerships, including increased services to vulnerable

infants and toddlers

- A $154 million increase for the Child Care and Development Block Grant (CCDBG) to expand access and improve quality
- $250 million for a new round of Race to the Top, with funding for grants to allow states to develop, enhance or expand high-quality preschool programs with comprehensive services for low-income families

In California Senator Lu and Senator Steinberg both have bills that will bring those working in the field back to school. If passed the Steinberg bill will require Elementary teachers wishing to teach Transitional Kindergarten units in Early Childhood/Child Development.

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: Provide comprehensive program which includes both theory and practice		☒ 1 ☒ 2 ☒ 3 ☐ 4
Objective: **1.1** Enhance existing curricular offerings: Improve quality of ECE Program and student success by providing comprehensive program of instruction integrating both practice and theory by expanding lab assignments to coursework **1.2** Assure faculty stay current with information and changes to the field **1.3** Make a paradigm shift that views the ECE centers as ECE Teacher Education Labs rather than childcare- compensate teachers for mentoring		

Task(s):

1.1 a. Director and faculty examine courses to add lab assignments to enhance course. (This need was based on student responses to Program Final Performance Portfolio)

b. Director and faculty will examine the increased load on the lab school staff

c. Hire full time secretary to assist and track students using labs

d. District to compensate teachers based on job description/duties mentoring students

1.2 Provide professional growth to faculty

1.3 Continue to advocate to Imperial Community College District to view ECE centers as ECE Teacher Education labs rather than child care and to financially support the mentoring provided by the teachers

Timeline:

1.1 Spring 2014 – on going

1.2 Fall of each year – on going

1.2b 2015-16

1.3 On going

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☐ Marketing ☒ Technology ☒ Professional Development ☒ Staffing	$108,536.00

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: Educational Pathways: Increase connections to High School, Middle School, and BA/Transfer		☒ 1 ☒ 2 ☐ 3 ☐ 4
Objective: 2.1 Increase connections with High Schools, Middle Schools, and Universities		
Task(s): 2.1 a. Meet with students from High Schools and Middle Schools b. Meet with SDSU to provide a better pathway for Imperial Community College Students c. Work with counseling department to assure a better understanding of our program and the needs of the field d. Create video(as marketing tool) showing male and female teachers from diverse groups working with children		
Timeline: 2014-ongoing		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☒ Marketing ☐ Technology ☒ Professional Development ☐ Staffing	$4000.00

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)

Identify Goal: Provide environments and delivery systems that attract and support students from a variety of diverse populations and needs.

- ☐ 1
- ☒ 2
- ☒ 3
- ☐ 4

Objective:

3.1 Increase access to courses by increasing online offerings
3.2 Create classroom environments that reflect quality early childhood development
3.3 Add technology in labs to broaden instruction to students

Task(s):

3.1a Examine courses to determine which courses should have additional online delivery
b Develop online courses
3.2a Designate a classroom for ECE
b Purchase materials for room
c Purchase storage for room
d Set room up with photos and work that demonstrate diversity
3.3a Work with technology to provide cameras in the lab school to feed into the ECE adult classroom
b Purchase needed equipment
c Train instructors on use

Timeline:

3.1 Begin Spring 2014 – ongoing
3.2 Fall 2015 – ongoing
3.3 2015-2017

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST

☒ One-Time ☐ Recurring	☐ Categorical Specify:	☒ General Fund	☒ Facilities ☐ Marketing ☒ Technology ☒ Professional Development ☐ Staffing	$19,700.00

TOTAL BUDGET REQUEST	$132,236.00

1. How will your enhanced budget request improve student success?

Goal 1: Improve practical skills integrating both theory and practice.
Financial support for the ECE/CD labs and the hiring of a full time secretary (needed to handle the student traffic), is a necessity for the program to reach academic learning outcomes, to maintain academic quality and student success
To support student learning and provide authentic experiential practice (faculty use labs daily)
Enhance student professional options (students can not apply for Associate Teacher level or above levels without experience working with children)
Meet PLOs

Goal2: Increase student transfer
Increase male population interest in field
Increase number of students interested in program

Goal3: Increase number of students completing program
Enhance and support student understanding of course
Provide technology that supports student learning

Comments:

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Exhibit grounding in a child development knowledge base	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: Students exhibit knowledge and understanding of young children's characteristics and needs. Students can express knowledge and understanding of the multiple influences on early development and learning. Students can use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children. Students can demonstrate knowledge of various theoretical perspectives on development from conception through adolescence. Student Final Performance Portfolio and Interview is used to assess PLO	
	☒ Met ☐ Partially Met ☐ Not Met	

	Provide detail on any improvements/effectiveness and detail status on those not fully met:	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome: Understand that successful early education depends upon partnerships with families and community.	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: Students demonstrate knowledge, understanding and respect for diverse family and community characteristics. Students display knowledge and skills to support and engage families and communities through respectful, reciprocal relationships. Develop strategies for family and community involvement Student Final Performance Portfolio and Interview is used to assess PLO	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome: Observe, document, and assess to support young children and families.	☒ ISLO 1 ☒ ISLO 2

	Measurable Outcome Summary: Students know the goals, benefits and uses of assessment. Use observation, documentation, and appropriate assessment tools, and approaches in development of appropriate goals, curriculum, and teaching strategies for young children. Display knowledge of and be able to practice responsible assessment to promote positive outcomes for each child. Explain the value of collaboration with families and professionals.	☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

***** ATTACH PLO/SLO GRID *****